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ABSTRACT

Developed in 1976, the principle mission of the Community Colleges for International Development, Incorporated, is to provide mid-level personnel training and technical assistance in occupational, vocational, and technical education to developing nations throughout the world. In the late 1970s, its first contacts abroad were made with Taiwan and Surinam and its first annual national conference was held. During CCID's first decade, the foundation and development of its organization and procedures evolved steadily. Its purposes were implemented through the growth of its membership and enhanced leadership. Over time, the creative and significant development of international education in community colleges became of increasing interest to more educators and policy-makers. By 1983, CCID's leadership and achievements were increasingly recognized and valued. By 1986, its membership had increased to eleven community colleges. It also developed a new category of institutional relationship called the Affiliate, which is a cooperating institution in CCID that does not participate in its governance. In 1993, CCID established the following new membership classifications: the International Associate, the Partnership, and the Personal Associate membership. Today, there are 23 Member colleges and 55 Affiliates. In 1995, CCID continued its innovative progress with the creation of educational programs and services on-line through a "virtual" campus. Contains 12 references and a list of Member and Affiliate colleges. (HAA)

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COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT

Twenty Years of Worldwide Partnerships

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CCID/MCK = Twenty Years of Creative Progress in International Education

Seymour Fersh

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Introduction

This is the twentieth-anniversary year of the Community Colleges for International Development, Inc. (CCID). The time is appropriate to reflect on its history and to give recognition to its founding and continuing chair of the CCID board of directors, Dr. Maxwell C. King. Under his leadership, CCID has increased from six member colleges to 78, including three in Canada, and its international partnerships have increased from two in 1978 to more than 25 worldwide.

The story of CCID's creation, development, and success is succinctly and expertly provided in the following essay, "CCID/MCK = Twenty Years of Creative Progress in International Education." Its author is uniquely qualified: Seymour Fersh is Professor Emeritus of Humanities at Brevard Community College, was a consultant to CCID from 1978 to 1981, joined the BCC faculty in 1981 to work directly with CCID thereafter, and has written many books and articles on cultural studies.

As the current Executive Director of CCID, I am privileged and pleased on behalf of all CCID members to introduce this essay of appreciation and tribute. We are grateful for Dr. King's vision and dedication, and we are proud of CCID's pioneering efforts and achievements. With this essay, we invite you to share in a celebration of CCID's heritage.

Albert M. Koller, Jr.

February 1997

CCID/MCK = Twenty Years of Creative Progress in International Education

The title of this essay reads like a formula—and in many ways it has worked that way. The combination of the Community Colleges for International Development, Inc. (CCID) and Dr. Maxwell C. King has for twenty years produced admirable, significant leadership and accomplishments involving community colleges and trans-national/cultural education. To describe this relationship, we combine the entries "CCID" and "MCK" with a slash (/)—as the Chinese do in Yin/Yang—to visually and conceptually represent a complimentary/complementary partnership.

In the pages that follow, we express appreciation and recognition to CCID/MCK. The record and narrative of its history can be uniquely and authentically reported by excerpting from CCID-related publications—many of which were authored and co-authored by MCK. For example, we learn about his motivating experience for initiating CCID in 1976:

> My first professional experience in international education was in 1975, when I toured higher education institutions in Europe with ten other college presidents on a trip sponsored by the U.S. Office of Education. The purpose of the trip was to encourage U.S. college leaders to promote international education and exchanges.
>
> I was one of the least internationally experienced among the group and after returning home waited for others to provide the group leadership. When nothing

seemed to be happening, I decided to start a consortium among community colleges, the Community Colleges for International Development, Inc. (CCID). From its start, the administration of CCID has been directed from my own college, Brevard.[1]

CCID's first name was the Community College Cooperative for International Education; it was changed in 1980 because Florida law has specific requirements for using the designation "cooperative," and these were not applicable to CCID.[2] CCID's initial membership consisted of six community colleges: two in Florida and the others in Delaware, Massachusetts, South Carolina, and Texas. Consortium activities are funded by membership dues, government grants and contracts, foreign government contracts and projects, foundation grants, conferences, and other partnership and project arrangements. A 1979 publication stated:

> The principal mission of the Cooperative is to provide mid-level manpower training and technical assistance in occupational, vocational, and technical education to developing nations throughout the world. Additionally, the Cooperative has the following goals: (1) to become involved in international experiences which contribute to the professional enrichment of faculty and staff; (2) to provide for the internationalization of curriculum offerings; (3) to selectively expand the number of foreign students attending member institutions; and, (4) to provide American students with

the opportunity to broaden their cross-cultural understanding, thus rendering their educational experiences more relevant/meaningful in an increasingly interdependent world.[3]

The first CCID contacts abroad were with the Republic of China (Taiwan) in 1978 and with Suriname in 1979. In February 1978 CCID also hosted its first annual national conference, which was open to all educators and others concerned with advancing international education and development internationally. This Winter conference is supplemented by a Summer annual CCID conference, focused more for community college administrators and CCID membership, and for implementing specific projects and programs.

CCID's leadership was enhanced by MCK's personal, growing international expertise. Following a short-term consultant assignment in Kenya sponsored by the American Council on Education, King led a four-person delegation, on behalf of the American Association of Community Colleges, to India in 1979. It was hosted by the Fulbright Foundation, which invited MCK to return in 1981 for a month as a Fulbright Scholar. The following excerpt is from his article written at the request of the National Institute of Education Planning in India:

> Indians will, of course, be the best judges of how to define and implement their purposes. What has been said of technical assistance is equally true of an educational system: "It cannot be exported, it can only

be imported." . . . East and West are meeting and, best of all, in the spirit of cooperative, reciprocal efforts. We have much to learn from each other. This condition has always been true; only now we can no longer survive and prosper without thinking and working together.[4]

By 1983, CCID's leadership and achievements were increasingly recognized and valued. The ERIC Clearinghouse for Community Colleges requested authorship of a *Resource Review* for its reference system and distribution to its widespread readership. The publication, *International Education and the U.S. Community College: From Optional to Integral,* defined international education, reviewed progress in community colleges, identified other consortia, and provided references to sources and resources plus a Bibliography. The following is an excerpt:

> This *Resource Review* is concerned with international education at the U.S. community college. The "international" in international studies is not limited to "between nations"; it also includes transnational and transcultural education. The term "international education" is challenging to delineate; in this article we are referring generally to all programs, projects, studies, and activities that help an individual to learn and care more about the world beyond his or her nation, and to transcend his or her culture-conditioned, ethnocentric perspectives, perceptions, and behavior. In addition, international education should not only increase one's

knowledge but also enhance one's wisdom and affinity with humanity. For our purposes, the term "community college" includes junior colleges and technical institutes.

By definition and desire, the community college initially was designed to serve its community and to be served by it, but the definition of "community" is changing. Increasingly, colleges have broadened the definition of "community" to include the world community.[5]

The creative and significant development of international education in community colleges was of increasing interest to more educators and policy-makers. For example, in 1989 *The Education Digest* reprinted the article "Internationalizing the Community College," thereby extending greatly knowledge of why and how CCID and other community colleges were progressing:

> Increased involvement of the United States in the global economy has affected our local communities: many foreign companies and investments are coming in, and many local businesses are being encouraged and enabled to sell abroad. In community colleges, the number of foreign students has increased substantially and more than proportionally compared to upper-division institutions. Other interest in community colleges from abroad came from government officials and educators who toured U.S. colleges to learn more about our programs—especially about how workers are trained and

educated for technology-related occupations. These educators also wanted to observe how community colleges interact with our communities.[6]

During CCID's first decade, the foundation and development of its organization and procedures evolved steadily and surely. Its purposes were implemented through the growth of CCID membership, number and kind of partnerships abroad, and enhanced leadership in U.S. education. The following summary from a 1990 publication carries forward our understanding of how CCID developed:

> Bilateral agreements were usually preceded by either a visit of a CCID delegation to a host country or by making contacts at a consortium-sponsored conference. The bilateral agreement with Suriname evolved from a 1979 conference sponsored by the OAS and CCID, which was attended by the Inspector General of Suriname's Institutions of Vocational and Technical Education. Five months later a bilateral agreement was signed. . . . Under this agreement, programs were designed providing assistance for vocational and technical training for students, teachers, and administrators.
>
> The first official contact with the Republic of China in 1978 was followed by a bilateral agreement between CCID and the ROC, signed in 1980. The original agreement continued in effect until it was superseded,

in 1986, by a new agreement that runs for a ten-year period.

The initial projects under the first agreement focused on exchanges at the highest administrative levels. In the ten-year period from 1979 to 1989, about 125 American community college leaders visited Taiwan for ten-day study tours. These leaders were almost exclusively community college presidents and board trustees. . . .

Exchanges at the instructional level also are implemented. From the Republic of China has come an annual corps of about forty teachers who have served one-semester internships at selected consortial colleges, usually from two to four interns at a particular host college. Faculty from member colleges have provided instruction during summers in Taiwan. One major area of teaching has been English as a Second Language (ESL). Other summer courses in Taiwan provided by CCID college faculty are technical workshops, including topics on "Industrial Automation," "Tool and Die Making," "Competency-Based Curriculum," and "Industrial Safety."[7]

By 1986, CCID membership had increased to eleven community colleges, with one in Canada and others from California, Iowa, New York, Washington, and Wisconsin. In that year, CCID created a new category of institutional relationship, which is designated as Affiliate. An Affiliate is a cooperating institution in CCID but does not participate in its governance. This expansion

of CCID membership was in recognition of the need for a larger reservoir of community colleges which were interested in and could respond to the increasing and extended CCID international development opportunities. By 1989, CCID had 14 members and 26 Affiliates.

CCID's leadership was attested by the request, in 1992, from the Association of Community College Trustees (ACCT) to jointly publish a monograph which "will provide trustees with information on international education in the community college, to include: rationale on the concept, information on what is happening now, and examples of policy guidelines that should be considered."

The resulting 48-page publication, *Integrating the International/Intercultural Dimension in the Community College*, was sent by ACCT as a service to all of its member boards. Also, it was distributed to all CCID members and is available on sale from AACT. The following excerpt provides another example of how CCID/MCK provides inspirational and operational leadership:

> To initiate and sustain an international/ intercultural dimension, there must be an integral involvement of the college's trustees, administration, faculty, and community. After there is consensus to implement such a dimension, one of the best first actions is to designate a director or coordinator of an office of international services who will then be able to provide leadership. . . . How each community college implements its international/intercultural dimension will depend on its own needs, purposes, procedures, and personnel. The

community college system is so diversified that it is not possible or desirable to prescribe uniform techniques for achieving educational objectives. Much more important is an awareness of goals. How far and in what ways we continue are questions which will be better answered because of what we learn from those opportunities that help us transcend our cultural conditioning.[8]

CCID's membership continued to grow: in 1991, there were 17 Members and 29 Affiliates; two years later there were 20 Members and 33 Affiliates; by 1994, the number was 21 Members and 46 Affiliates. Today, there are 23 Members and 55 Affiliates—three from Canada and the rest from 30 states in the U.S.A. With a combined enrollment of more than 1.2 million students, these colleges offer more than 300 programs in technical/vocational subjects plus university parallel and community service programs. CCID's growth has also been in experience and transcultural sensitivity, as reported in a recent article, "Emerging Opportunities in International Education":

> One of the most difficult aspects of international work is determining whether the programs we provide meet the needs of the people in the countries that participate. Differences in pedagogy, cultural values, language, and expectations combine to make evaluation both more challenging and more valuable in assessing outcomes. CCID recognizes this issue and has attempted to improve feedback through on-site, face-to-face

evaluations and presentations by key international representatives at our international conferences in addition to formal assessments by participants at our workshops and training sessions.

The responses provided by participating educators from the countries we have served are gratifying. The following statement from Suriname Minister of Education H.H. Rusland is an example of the ability of our community college system to assist our colleges, our communities, and other countries:

". . . The Republic of Suriname finds it an encouraging circumstance that though there are notable differences in social outlook between a country such as the United States and Suriname and some other Caribbean countries . . . CCID has been sensitive to the approach we like to take in tackling societal problems. This attitude of CCID, whereby assistance is being accorded to our needs as defined by ourselves, may be developed into an international model in which international cooperation transcends political differences."[9]

In 1995, CCID continued its innovative progress with the creation of educational programs and services "on-line" through what is called a "virtual" campus. Using computers and the telephone system, CCID colleges are:

> . . . bringing the college campus to the student on the desktop at work, the tabletop at home, and the laptop while traveling. The virtual campuses will also expand CCID activities in many new areas extending access to anyone having the need for educational opportunity. . . . CCID has invited all U.S. community colleges to join us to begin work toward international linkages. . . . For international work, it will provide an indispensable link to educators everywhere, augmenting the travel and first-hand experience that is so vital in establishing and maintaining international programs.[10]

In 1996, CCID established three new membership classifications to acknowledge the growing importance of work in international education:

(1) The CCID International Associate is an international institution accorded the same general status as an Affiliate college.
(2) The CCID Partnership is a relationship providing additional resources for joint-venture initiatives.
(3) The CCID Personal Associate membership acknowledges relationships with people who have distinguished themselves on behalf of international education.[11]

"Looking Back, Looking Forward," the final chapter in the ACCT/CCID monograph, echoes and projects CCID/MCK's original vision:

> Within a global society, all nations should provide examples of good neighborly behavior. From the United States must also come responsible leadership and a sharing of resources, human and material, because of our economic development and commitment to human rights. Within our country, no institutions have more responsibility and opportunity to provide these examples than do our community colleges. We have demonstrated this kind of leadership for our own nation; we must now extend our sense of kinship to the global community. The sense of community need not be merely territorial; the origin of the word can inspire us anew: it comes from the Latin *communis*, which is composed of *com*, meaning "together," and *munis*, meaning "ready to be of service"—"ready to be of service together." . . .
>
> The realization before us now is that international/intercultural education must be an integral part of our colleges; without it what we call "education" is incomplete and insufficient for our contemporary and future needs. More than ever, the proper study of humankind is humans.[12]

ENDNOTES

1. Maxwell C. King, "The Community College's International Vision," *Community and Junior College Journal*, vol. 61, no. 1, August/September 1990, p. 38.

2. James G. Humphrys and Albert M. Koller, Jr., "Community Colleges for International Development, Inc.: The Vision and History, 1976-1994," Cocoa, Florida: Community Colleges for International Development, 1994, p. 7.

3. Robert L. Breuder and Maxwell C. King, "A Cooperative in the World Community," *Community and Junior College Journal*, vol. 49, no. 6, March 1979, p. 24.

4. Maxwell C. King, "India: New Ways in an Old Land," *Educational Planning Administration Bulletin*, vol. 4, no. 4, January 1982, pp. 19-20.

5. Maxwell C. King and Seymour H. Fersh, *ERIC Junior College Resource Review*, Spring 1983, p. 1.

6. Maxwell C. King and Seymour H. Fersh, *The Education Digest*, vol. LIV, no. 9, May 1989, p. 52.

7. Maxwell C. King, "Foreign Technical-Assistance Programs," *New Directions for Community Colleges*, no. 70, Summer 1990, pp. 79-81.

8. Maxwell C. King and Seymour H. Fersh, *Integrating the International/Intercultural Dimension in the Community College*, Cocoa, Florida: Association of Community College Trustees and Community Colleges for International Development, 1992, pp. 19-20 and p. 34.

9. Maxwell C. King and Albert M. Koller, Jr., *Community College Journal*, vol. 65, no. 6, June/July 1995, p. 25.

10. Albert M. Koller, Jr., *Annual Report of the CCID Executive Director*, Cocoa, Florida: Community Colleges for International Development, 1996, Appendix 3, pp. 10-11.

11. *Loc. cit.*, pp. 4-5

12. King and Fersh, ACCT/CCID, *op. cit.*, pp. 33-36.

CCID MEMBER COLLEGES

BREVARD COMMUNITY COLLEGE
Cocoa, Florida

BROOME COMMUNITY COLLEGE
Binghamton, New York

BUNKER HILL COMMUNITY COLLEGE
Boston, Massachusetts

COAST COMMUNITY COLLEGE DISTRICT
Costa Mesa, California

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
Pittsburgh, Pennsylvania

COMMUNITY COLLEGES OF SPOKANE
Spokane, Washington

DAYTONA BEACH COMMUNITY COLLEGE
Daytona Beach, Florida

DELAWARE COUNTY COMMUNITY COLLEGE
Media, Pennsylvania

DELAWARE TECHNICAL & COMMUNITY COLLEGE
Dover, Delaware

EASTERN IOWA COMMUNITY COLLEGE DISTRICT
Davenport, Iowa

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE
Jacksonville, Florida

HINDS COMMUNITY COLLEGE
Raymond, Mississippi

HUMBER COLLEGE
Etobicoke, Ontario

KIRKWOOD COMMUNITY COLLEGE
Cedar Rapids, Iowa

LANSING COMMUNITY COLLEGE
Lansing, Michigan

MT. HOOD COMMUNITY COLLEGE
Gresham, Oregon

SEATTLE COMMUNITY COLLEGE DISTRICT
Seattle, Washington

SINCLAIR COMMUNITY COLLEGE
Dayton, Ohio

STATE CENTER COMMUNITY COLLEGE DISTRICT
Fresno, California

ST CLAIR COLLEGE OF APPLIED ARTS & TECHNOLOGY
Windsor, Ontario

ST. LOUIS COMMUNITY COLLEGE
St. Louis, Missouri

UNIVERSITY OF HAWAII COMMUNITY COLLEGES
Honolulu, Hawaii

WAUKESHA COUNTY TECHNICAL COLLEGE
Pewaukee, Wisconsin

CCID AFFILIATE COLLEGES

BLACK HAWK COLLEGE
Moline, Illinois

BROWARD COMMUNITY COLLEGE
Ft. Lauderdale, Florida

CENTRAL ARIZONA COLLEGE
Coolidge, Arizona

CENTRAL FLORIDA COMMUNITY COLLEGE
Ocala, Florida

CLARK STATE COMMUNITY COLLEGE
Springfield, Ohio

COLLEGE OF DUPAGE
Glen Ellyn, Illinois

COLORADO MOUNTAIN COLLEGE
Glenwood Springs, Colorado

COMMUNITY COLLEGE OF PHILADELPHIA
Philadelphia, Pennsylvania

COSSATOT TECHNICAL COLLEGE
DeQueen, Arkansas

CUYAHOGA COMMUNITY COLLEGE
Cleveland, Ohio

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
Dallas, Texas

ERIE COMMUNITY COLLEGE
Buffalo, New York

FORSYTH TECHNICAL COMMUNITY COLLEGE
Winston-Salem, North Carolina

FOX VALLEY TECHNICAL COLLEGE
Appleton, Wisconsin

GREEN RIVER COMMUNITY COLLEGE
Auburn, Washington

GREENVILLE TECHNICAL COLLEGE
Greenville, South Carolina

HARFORD COMMUNITY COLLEGE
Bel Air, Maryland

HOWARD COMMUNITY COLLEGE
Columbia, Maryland

ILLINOIS EASTERN COMMUNITY COLLEGES
Olney, Illinois

INDIAN RIVER COMMUNITY COLLEGE
Fort Pierce, Florida

JOLIET JUNIOR COLLEGE
Joliet, Illinois

KISHWAUKEE COLLEGE
Malta, Illinois

LAGUARDIA COMMUNITY COLLEGE
Long Island City, New York

LEXINGTON COMMUNITY COLLEGE
Lexington, Kentucky

MARICOPA COUNTY COMMUNITY COLLEGE
Tempe, Arizona

METROPOLITAN COMMUNITY COLLEGES
Kansas City, Missouri

MIAMI-DADE COMMUNITY COLLEGE
Miami, Florida

CCID AFFILIATE COLLEGES, *continued*

MIDDLESEX COMMUNITY COLLEGE
Bedford, Massachusetts

MODESTO JUNIOR COLLEGE
Modesto, California

MONROE COMMUNITY COLLEGE
Rochester, New York

MORAINE VALLEY COMMUNITY COLLEGE
Palos Hills, Illinois

MT. SAN ANTONIO COLLEGE
Walnut, California

NEW MEXICO STATE UNIVERSITY AT CARLSBAD
Carlsbad, New Mexico

NORTHAMPTON COMMUNITY COLLEGE
Bethlehem, Pennsylvania

NORTHCENTRAL TECHNICAL COLLEGE
Wausau, Wisconsin

NORTH HENNEPIN COMMUNITY COLLEGE
Brooklyn Park, Minnesota

ONONDAGA COMMUNITY COLLEGE
Syracuse, New York

OWENS COMMUNITY COLLEGE
Toledo, Ohio

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
Knoxville, Tennessee

PERALTA COMMUNITY COLLEGE DISTRICT
Oakland, California

PIERCE COLLEGE
Tacoma, Washington

PIMA COUNTY COMMUNITY COLLEGE DISTRICT
Tucson, Arizona

PRAIRIE STATE COLLEGE
Chicago Heights, Illinois

RANCHO SANTIAGO COMMUNITY COLLEGE
Santa Ana, California

ST. PETERSBURG JUNIOR COLLEGE
St. Petersburg, Florida

SOUTHWEST VIRGINIA COMMUNITY COLLEGE
Richlands, Virginia

SUFFOLK COMMUNITY COLLEGE
Selden, New York

SUNY COLLEGE OF TECHNOLOGY AT DELHI
Delhi, New York

SUNY COLLEGE OF AGRICULTURE & TECHNOLOGY AT MORRISVILLE
Morrisville, New York

TOMPKINS CORTLAND COMMUNITY COLLEGE
Dryden, New York

TRIDENT TECHNICAL COLLEGE
Charleston, South Carolina

TRI-COUNTRY TECHNICAL COLLEGE
Pendleton, South Carolina

TULSA JUNIOR COLLEGE
Tulsa, Oklahoma

UNIVERSITY COLLEGE OF CAPE BRETON
Sydney, Nova Scotia

UTAH VALLEY STATE COLLEGE
Orem, Utah